**Reading and ESL Scenarios**

The following vignettes describe a regular third-grade class in an urban school district. ESOL and non-ESL students make up the class, which is taught by a monolingual English teacher. The students' English proficiency levels vary. The first vignette describes a science lesson and the second vignette describes a language arts lesson in class.

**Science Lesson**

The class has been studying concepts about planets and the solar system. Today, students will be discussing how day and night are created. The teacher, Ms. Lopez, starts the discussion by asking the students to respond to her questions by raising their hands. She asks, "How many have seen the sun rising in the morning?" and waits for a response. She then asks another question, "How many of you have seen the sun set?" and mentally notes their responses. She then proceeds by asking the class, "Now, can anyone tell me in which direction the sun rises and the sun sets?" After listening to their answers, Ms. Lopez then asks, "Do you think the sun is moving?" Students volunteer their predictions individually.

Then Ms. Lopez tells the students that they are going to visualize what really happens when the sun rises in the morning. She tells the students that she needs a knitting needle, an orange, and an unshaded lamp for this experiment and shows them each item as she lists it on the board. She then begins to demonstrate the concept by pushing the knitting needle through the center of the orange, which represents the earth. Next. Ms. Lopez places the unshaded lamp near the center of the room. She then dims the light in the room and announces to the class that the lamp represents the sun. Then she turns on the lamp. She asks a student to volunteer to hold the orange by the needle and turn it counterclockwise like a top and walk around the room. Ms. Lopez then asks a few beginning students of English to share their observations by asking yes/no questions such as the following: "Is this part (pointing to the ball) darker/lighter and then simple questions such as, "Which part of the orange is bright? Which part is dark? Was the sun (lamp) moving? She poses the same type of questions to the whole class, and the students share their observations. Ms. Lopez then introduces other concepts such as the earth's rotation, revolution, and axis into the discussion by asking the students to spin and walk around the lamp in a circle. After the demonstration, she draws a diagram to explain the concept and labels the diagram using the words she introduced earlier. They then read a text on the topic, and highlight the vocabulary they previously learned through their science experiment. Ms. Lopez creates mixed-ability groups so that the more-proficient students can write the instructions for the experiment, whereas the less-proficient students will have to listen to the instructions read to them and carry out the experiment.

**Language Arts Lesson**

Ms. Connor's class has been discussing planets and the solar system for several weeks now. Today, students are going to read a storybook entitled Richie's Rocket. Truang, who is just beginning to feel comfortable using English words and phrases, is listening attentively to his teacher and classmates and tries to participate in the class discussion. Before reading the story, Ms. Connor tells the class that they are going to read a story about a boy named Richie. Then, she points to the picture of a rocket on the cover of the book and asks the class, "What do you think this object is?" Truang tentatively raises his hand and volunteers, "It's a rocket." Ms. Connor responds, "Yes, it is!" and then points to the back cover of the book and asks the class, "Now where do you think this rocket is going?” Many students raise their hands and offer predictions while Ms. Connor writes down each prediction on the board. Next, she points to specific pictures in the book that reflect the various settings, characters, and plot development in the story. For every picture, she asks several types of questions: "Who are the characters in the story?” "What are they doing?" "Where is Richie?”"Where is he now? "Who is with him?" "How does he feel?"

After this initial discussion, Ms. Connor draws a graphic organizer and asks students to complete the story map as they read the story. As she reads the story, she points to pictures of items that are mentioned in the story and highlights and repeats selected words to help some students recognize sounds and words. She reviews the story with the class by having the students go over their map and asks follow-up questions with the aid of pictures in the story. Ms. Connor rereads the story and identifies words, phrases, and literary language that may be difficult for the students. For example, she explains the meaning of "something was up" by rephrasing it as "Richie was doing something." Sometimes she demonstrates meanings of words like climbed or pushed by acting them out or opening her eyes as wide as possible to explain the expression "eyes grew wide." Ms. Connor then asks the class different types of questions: "How do you think Richie feels about his journey to the moon?" "Point to the pictures that describe his feeling." "Do you think Richie really went to the moon?" "Why do you think that?" "Point to a picture that tells you that." She uses the students' responses to introduce the element of fantasy.

After a lengthy discussion of the book, Ms. Connor describes the follow-up project. The students are going to perform a play of the book they have just read. She asks the students to select lines from the story to create a new dialogue for their play. Then she asks the more-proficient students to read and write the lines and the less-proficient students to act out the actions that accompany the dialogue. The students also discuss which lines are appropriate for their play and consult their teacher when they need assistance. Students in this class will create props needed for their play.

**Questions to Discuss with Your Group**

1. After examining the vignettes, what can you say about how the lessons were organized and delivered?
2. What did the teacher do to initiate a discussion with the students on the lesson's topic?
3. What techniques did the teacher use to enhance content learning and language and literacy development of English learners of different levels of linguistic abilities?